

## KEOWEE ELEMENTARY

7051 Keowee School Road  
Seneca, SC 29672

**GRADES** K-5 Elementary School

**ENROLLMENT** 294 Students

**PRINCIPAL** Ann S. Miller 864-885-5042

**SUPERINTENDENT** Dr. Valerie Truesdale 864-638-4000

**BOARD CHAIR** Harry B. Mays, Jr. 864-972-2136

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
23	39	2	0	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Unsatisfactory	N/A
<b>2002</b>	Good	Average	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Below Average	Yes

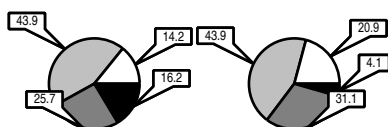
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

66.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	154	100.0	15.6	44.9	31.3	8.2	49.0	Yes	Yes
Gender									
Male	84	100.0	24.1	40.5	31.6	3.8	41.8		
Female	70	100.0	5.9	50.0	30.9	13.2	57.4		
Racial/Ethnic Group									
White	152	100.0	15.2	44.8	31.7	8.3	49.7	Yes	Yes
African-American	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	113	100.0	6.5	49.5	38.3	5.6	58.9		
Disabled	41	100.0	40.0	32.5	12.5	15.0	22.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	154	100.0	15.6	44.9	31.3	8.2	49.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	154	100.0	15.6	44.9	31.3	8.2	49.0		
Socio-Economic Status									
Subsidized meals	59	100.0	25.5	56.4	12.7	5.5	27.3	Yes	Yes
Full-pay meals	95	100.0	9.8	38.0	42.4	9.8	62.0		

Mathematics - State Performance Objective = 15.5%									
All Students	154	100.0	9.5	44.2	26.5	19.7	56.5	Yes	Yes
Gender									
Male	84	100.0	5.1	53.2	22.8	19.0	51.9		
Female	70	100.0	14.7	33.8	30.9	20.6	61.8		
Racial/Ethnic Group									
White	152	100.0	9.7	44.1	26.9	19.3	57.2	Yes	Yes
African-American	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	113	100.0	8.4	37.4	31.8	22.4	67.3		
Disabled	41	100.0	12.5	62.5	12.5	12.5	27.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	154	100.0	9.5	44.2	26.5	19.7	56.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	154	100.0	9.5	44.2	26.5	19.7	56.5		
Socio-Economic Status									
Subsidized meals	59	100.0	14.5	54.5	23.6	7.3	38.2	Yes	Yes
Full-pay meals	95	100.0	6.5	38.0	28.3	27.2	67.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	51	100.0	14.6	43.8	39.6	2.1	41.7
	<b>Grade 4</b>	53	100.0	17.3	53.8	26.9	1.9	28.8
	<b>Grade 5</b>	53	98.1	31.3	56.3	12.5	N/A	12.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	39	100.0	23.1	38.5	33.3	5.1	38.5
	<b>Grade 4</b>	55	100.0	13.0	35.2	46.3	5.6	51.9
	<b>Grade 5</b>	69	100.0	16.9	66.1	15.3	1.7	16.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	51	100.0	6.3	45.8	33.3	14.6	47.9
	<b>Grade 4</b>	53	100.0	7.7	48.1	28.8	15.4	44.2
	<b>Grade 5</b>	53	100.0	24.5	40.8	28.6	6.1	34.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	39	100.0	10.3	64.1	23.1	2.6	25.6
	<b>Grade 4</b>	55	100.0	13.0	31.5	33.3	22.2	55.6
	<b>Grade 5</b>	69	100.0	6.8	52.5	20.3	20.3	40.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 294)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	7.3%	Up from 6.2%	2.4%	2.7%
Attendance rate	96.9%	Up from 96.4%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.4%		3.4%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	6.5%		3.0%	3.5%
Eligible for gifted and talented	14.1%	Up from 13.2%	21.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	19.7%	Up from 19.6%	7.8%	8.2%
Older than usual for grade	4.8%	Down from 5.6%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 23)				
Teachers with advanced degrees	65.2%	Down from 69.6%	55.1%	51.4%
Continuing contract teachers	95.7%	No change	90.9%	87.5%
Highly qualified teachers**	100.0%	N/A	95.5%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	91.6%	Up from 86.0%	88.7%	86.7%
Teacher attendance rate	96.4%	Up from 95.4%	95.2%	94.9%
Average teacher salary	\$46,907	Up 0.1%	\$42,182	\$40,760
Prof. development days/teacher	13.1 days	Up from 10.7 days	10.8 days	12.4 days

School

Principal's years at school	14.0	Up from 13.0	5.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Up from 15.8 to 1	20.0 to 1	18.9 to 1
Prime instructional time	92.3%	Up from 90.9%	90.7%	90.0%
Dollars spent per pupil*	\$8,757	Up 2.0%	\$5,856	\$6,044
Percent of expenditures for teacher salaries*	66.6%	Up from 57.9%	67.5%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.0%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

At Keowee Elementary School, we believe that our mission is to challenge and enable every child to learn and grow. Our well-trained and dedicated staff strives to provide each student with a curriculum, opportunities, and experiences that will fulfill that mission. The partnership and support from our families, volunteers, and community is vital to our students' successes. We are fortunate to have a strong volunteer program, PTO, and School Improvement Council. Our volunteer program consists of almost one hundred participants who regularly share their expertise and talents with our students. The PTO is both active and generous in providing additional funds to enhance classroom instruction and in providing informative meetings for parents. Concerns and changes have been discussed and implemented through the SIC. Their combined efforts contribute to a quality school.

The school has always been an integral part of our rural community and that tradition continues today. Great efforts are made to involve families and community members in our school and to make them feel welcome. We are proud of our Red Carpet Award status and feel that it validates our welcoming environment and open door policy. It is interesting to note that Keowee Elementary School's history dates back to the early 1900s when it was a rural school that served students in grades one through eleven. Even though the grade configuration and the buildings have changed, it is still a rural school with strong roots within the community.

Today, this school serves area students in Kindergarten through fifth grade and special needs students from throughout the school district. The staff continues to analyze all available test data and classroom performance to determine areas that require curriculum refinement. In addition to the regular curriculum, we are pleased to provide an early morning remediation program, weekly Family Reading Nights, swimming, golf, and art instruction, and a summer reading program. The participation in our Accelerated Reader Program has been phenomenal and this year, one-third of our students earned 100 points or more.

Seventy-five percent of our teachers have master's degrees and five teachers have achieved National Board Certification. Other recognitions that have been given to staff members this year include the distinguished Jefferson Award, the Golden Apple Award, and the Wal-Mart Teacher of the Year Award. Debbie Osborne has been selected Teacher of the Year by her colleagues.

Ann S. Miller, Principal

D. Michael Oliver, Chairman of SIC

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	26	48	29
Percent satisfied with learning environment	100.0%	81.3%	96.6%
Percent satisfied with social and physical environment	100.0%	87.5%	92.9%
Percent satisfied with home-school relations	100.0%	91.7%	93.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.